

Transitioning from Early Learning and Development to Common Core Standards

Rhonda Clark, Principal Consultant

Sarah McCusker, Principal Consultant

Kathi Rhodus, English Language Arts Content Specialist

Dana Cartier, Mathematics Content Specialist

Illinois State Board of Education

What is Common Core?

- Common Core Standards are benchmarks developed by teachers, administrators and other education experts through a national consortium.
- These standards aim to bring more consistency and uniformity to what students learn at each grade level from one state to another.
- These standards better define what students need to know and be able to do at every grade level from kindergarten through high school so that students are prepared to succeed in college and careers.

Purpose of Common Core Standards

- The standards provide students, parents and teachers with a clear understanding of what students are expected to learn at every grade level, and as such, serve as a roadmap to quality education.
- The standards provide consistent learning goals for all students – regardless of where they live – so that when children move from one state to another, they will stay on track in school.
- The standards stress not only procedural skills, but also conceptual understanding to make sure students are learning and absorbing the critical information they need to succeed at higher levels.

History

- The Illinois State Board of Education initially reviewed the standards on June 24, 2010.
- The Board adopted the rulemaking on Sept. 24, 2010, and the Joint Committee on Administrative Rules, a bipartisan legislative oversight committee, issued a Certification of No Objection on Oct. 19, 2010.
- The rulemaking incorporating the standards took effect on Oct. 28, 2010 and was published in the Illinois Register on Nov. 12, 2010.

What is Not Covered by the Standards?

- How teachers should implement
- All that can be taught
- Advanced work
- Interventions or materials needed for students below grade level
- Defined support for English language learners and students with special needs

National Governors Association/ Chief State School Officers (2010)

College and Career Ready Students

- Establish independence
- Acquire a strong content knowledge base
- Adapt communication to audience, task, purpose or discipline
- Comprehend, critique and question
- Value evidence through citing and evaluating
- Use technology and digital media thoughtfully
- Understand other perspectives and cultures

National Governors Association/Chief State School Officers (2010)

English Language Arts

Structure of Common Core English Language Arts Standards

- Sections
 - K-5 ELA , 6-12 ELA , 6-12 history/social studies, science and technical subjects
- Strands
 - Reading, writing, speaking and listening, language
- Appendices
- Key ideas
 - Text complexity
 - Balance of informational and narrative text
 - Content area literacy
 - Writing to argue or explain
 - Collaborative discussion
 - Academic vocabulary
 - Integration of research and media skills

National Governors Association/Chief State School Officers (2010)

Foundational Skills



Print concepts

Phonological awareness

Phonics and word recognition

Text Complexity

Listening to
complex texts is
encouraged.

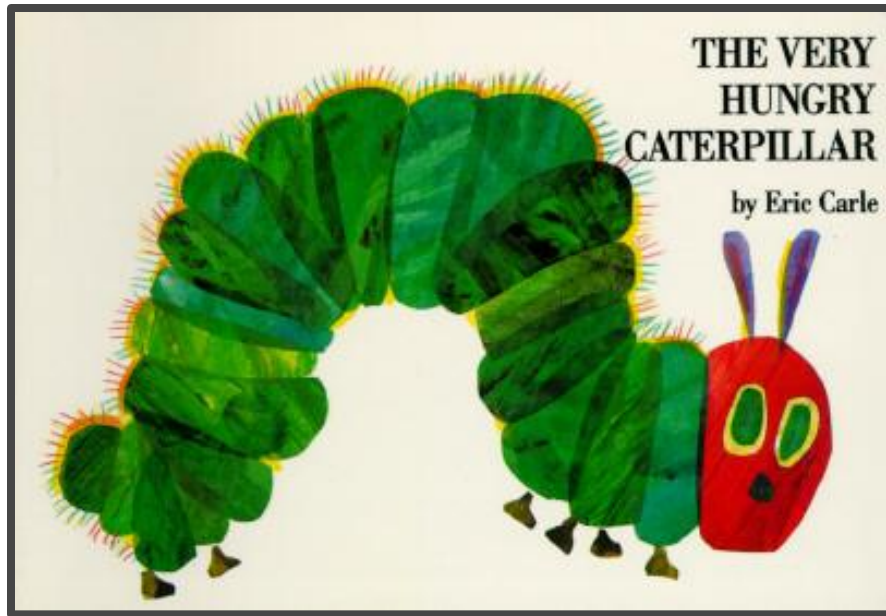


Balance of Literature and Informational Text

Grade Level	Literature	Informational
Elementary	50%	50%
Middle	45%	55%
High School	30%	70%



Creating the Balance



Text-dependent Questions

Children listen to read alouds, orally answer text-dependent questions and support their answers with evidence.



Academic Vocabulary

Implementation of the Common Core Standards requires that teachers:

1. Identify academic vocabulary and phrases in instructional texts and support students' learning of such vocabulary.
2. Require students to use word-solving strategies that allow them to determine meanings of words in context.

Writing

- Provide students daily opportunities to write or draw about events or ideas in books
- Model collaborative writing using textual evidence



Speaking and Listening

- Teachers and caregivers provide opportunities for collaborative conversations.
- Children learn to follow rules for talking in groups and take turns speaking.

Mathematics

Focus



Coherence

- **Goal 6** Demonstrate and apply knowledge and sense of numbers, including numeration and operations
- **K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation

Rigor



Importance of the Alignment of Illinois Early Learning and Development Standards (IELDS) with Common Core

- Developmentally appropriate expectations for children ages three to five
- A forward progression of learning aligned with the Kindergarten Common Core Standards
- Benchmarks that address all areas of development and learning

Goal for Aligning IELDS with Common Core

*To update and develop a concrete,
useful and practical tool that can
be actively used by all early
childhood professionals
(state funded preschool programs,
child care, family child care, ,
Head Start, etc.) to improve
learning outcomes for all young
children*

Timeline

ILS K-12 – 1997

IELS 3-5 - March 2002

Kindergarten Standards – 2006

Common Core – 2010

Head Start Framework 2010-11

Birth to 3 Guidelines – 2013

2012 – 2013

**Illinois Early Learning and
Development Standards
IELDS**

What are some of the revisions?

Common Core Alignment

Head Start Framework Alignment

New Illinois Early Learning Guidelines for Birth – 3

English Language Learner Home Language Development

Learning Area Introduction

Additional Benchmarks

Performance Descriptors that Show Scope and Sequence

National Leading Content Experts

- Dr. Kathy Barclay, Western Illinois University
- Dr. Sallee Beneke, St. Ambrose
- Dr. Linda Espinosa, University of Missouri
- Dr. Judy Harris Helm, Best Practices Inc.
- Dr. Lilian Katz, University of Illinois, Champaign
- Dr. Jennifer McCray, Erikson Institute
- Dr. Stephen Virgilio, Adelphi University, NY
- Dr. Elizabeth Sherwood, Southern Illinois University

Field Testing Timeline

Review of IELTS 2002
(2011-2012)

Leading Experts Content Review (2012)

Field Testing
(2013)

Workgroup
(2013)

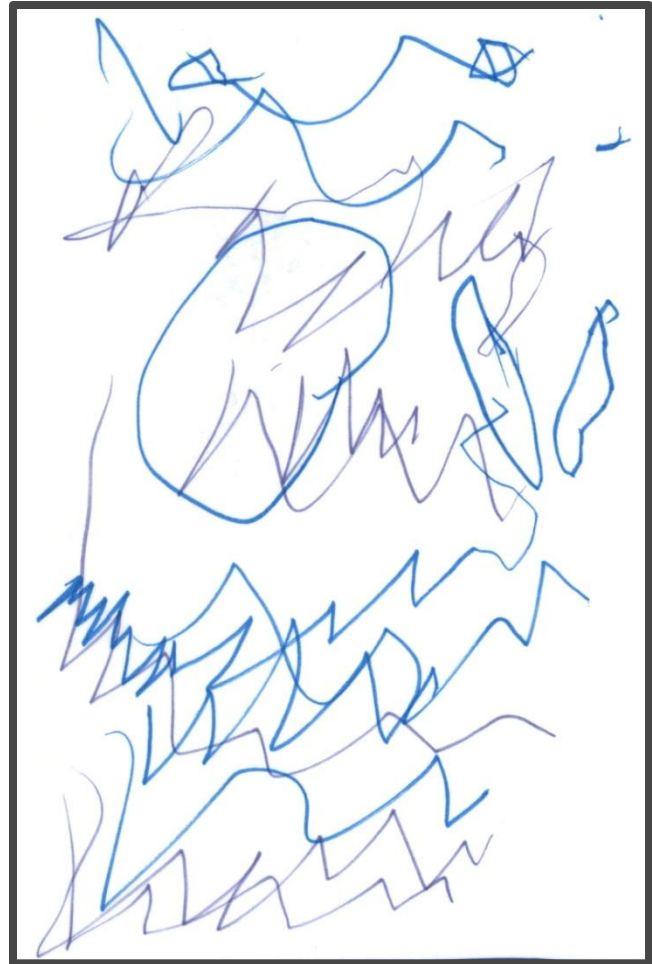
Training of Trainers
(July 2013)

English Language Arts

Writing

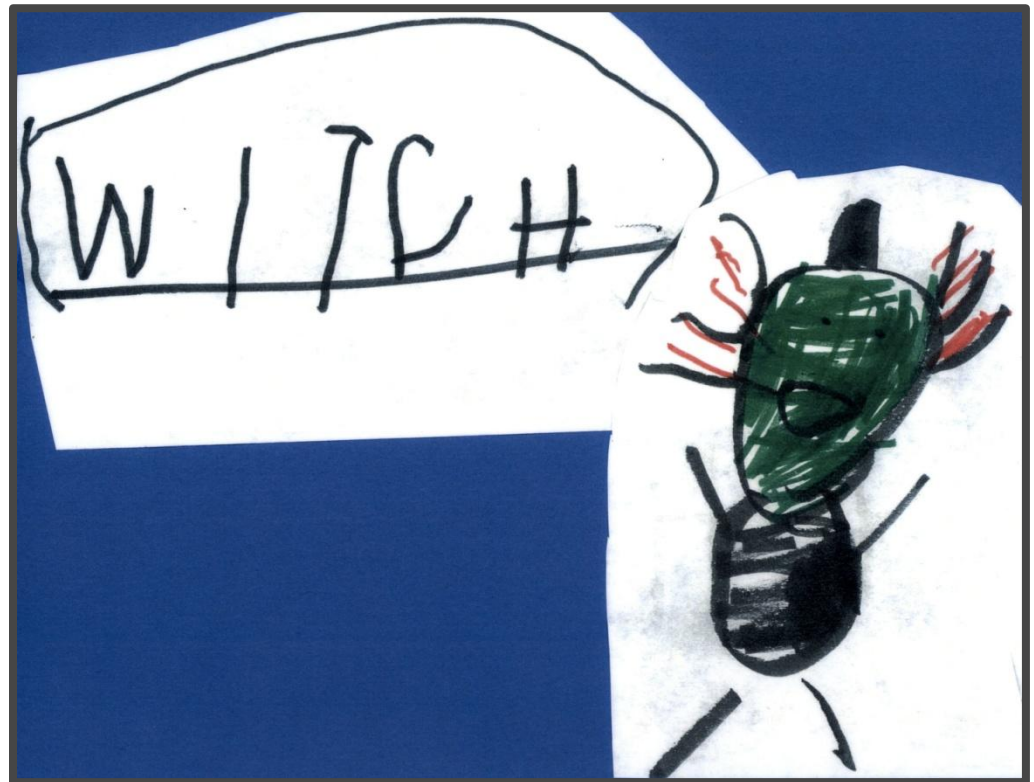
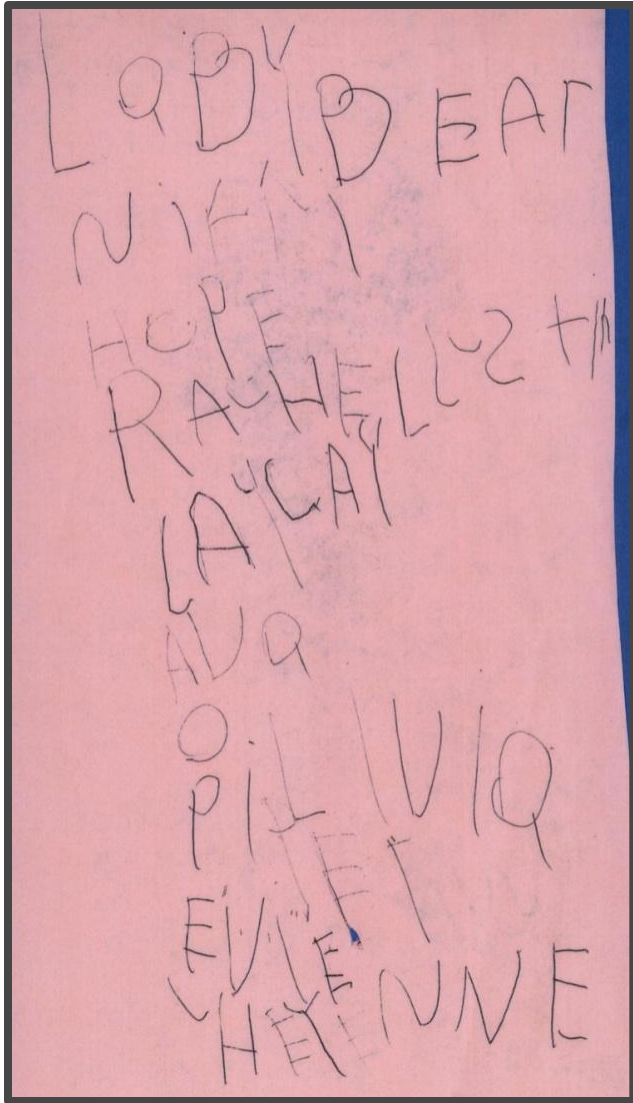
Language Arts State Goal 4 Standard A

**4.A.ECb Use
scribbles, letter-like
forms, or
letters/words to
represent written
language.**



Writing

4B.ECa With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic



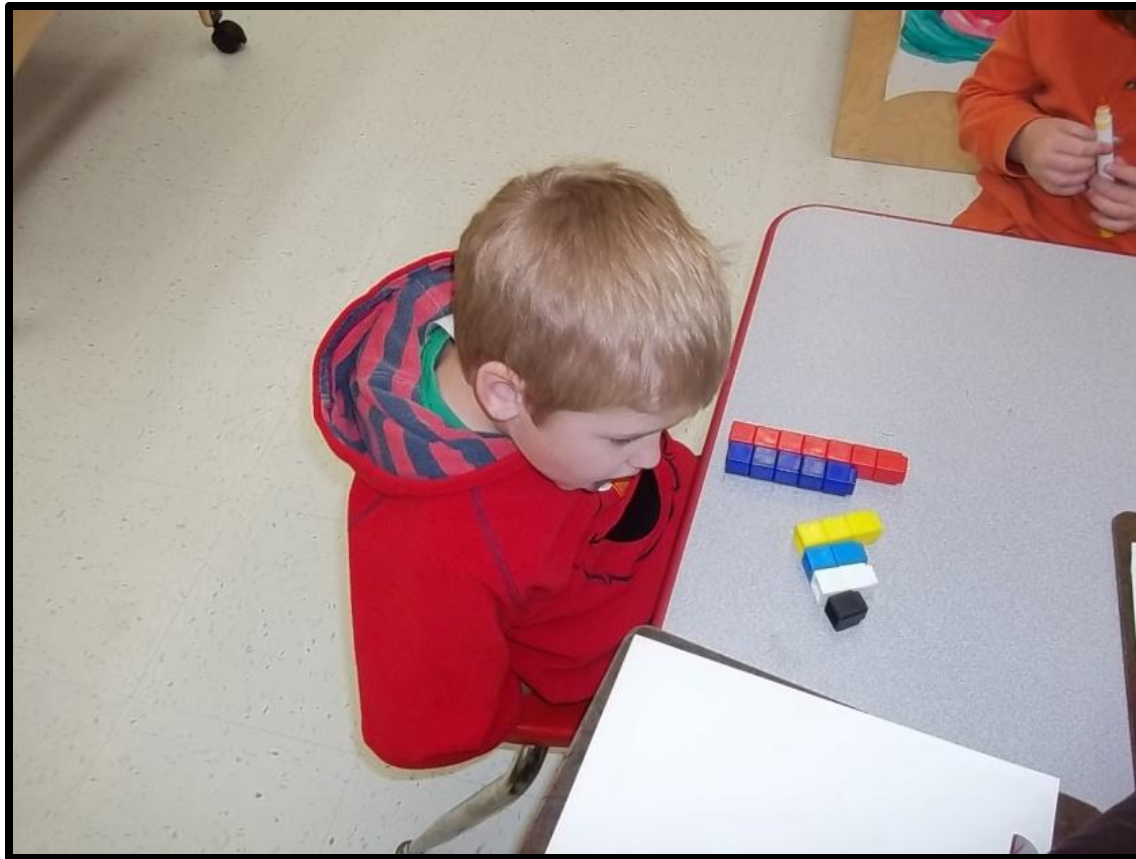
Mathematics

Focus



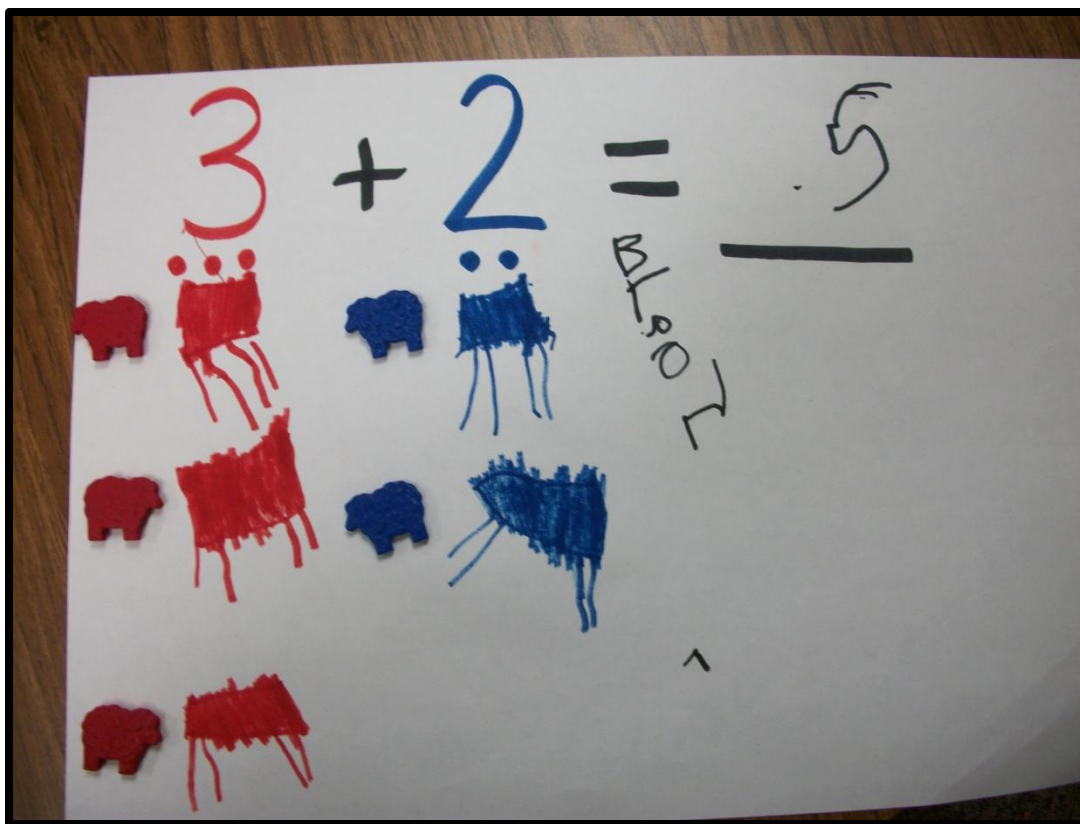
Learning Standard B: Begin to construct sets, add and subtract to create new numbers

- 6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number.



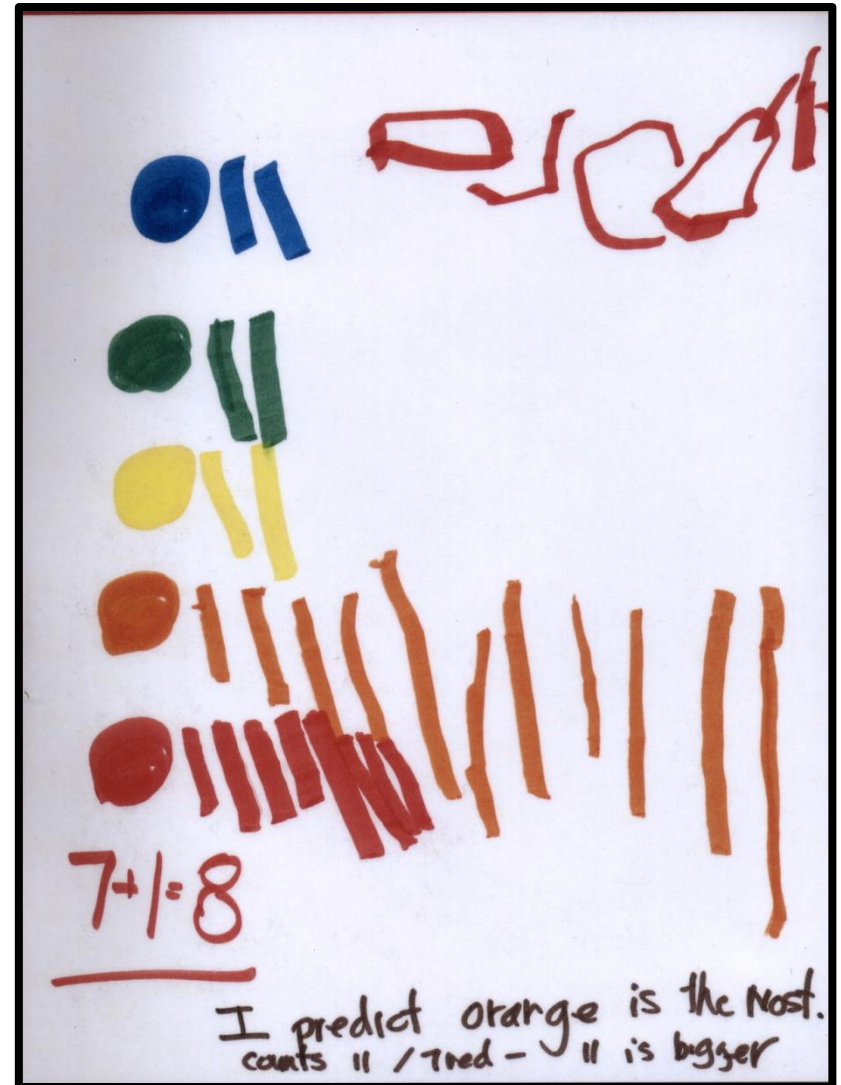
Learning Standard B: Begin to construct sets, add and subtract to create new numbers

- 6.B.ECb Construct sets of objects of a given number up to 5
- 6.B.ECc Determine the new number created when small sets (up to 5) are combined or separated



Learning Standard B: Begin to construct sets, add and subtract to create new numbers

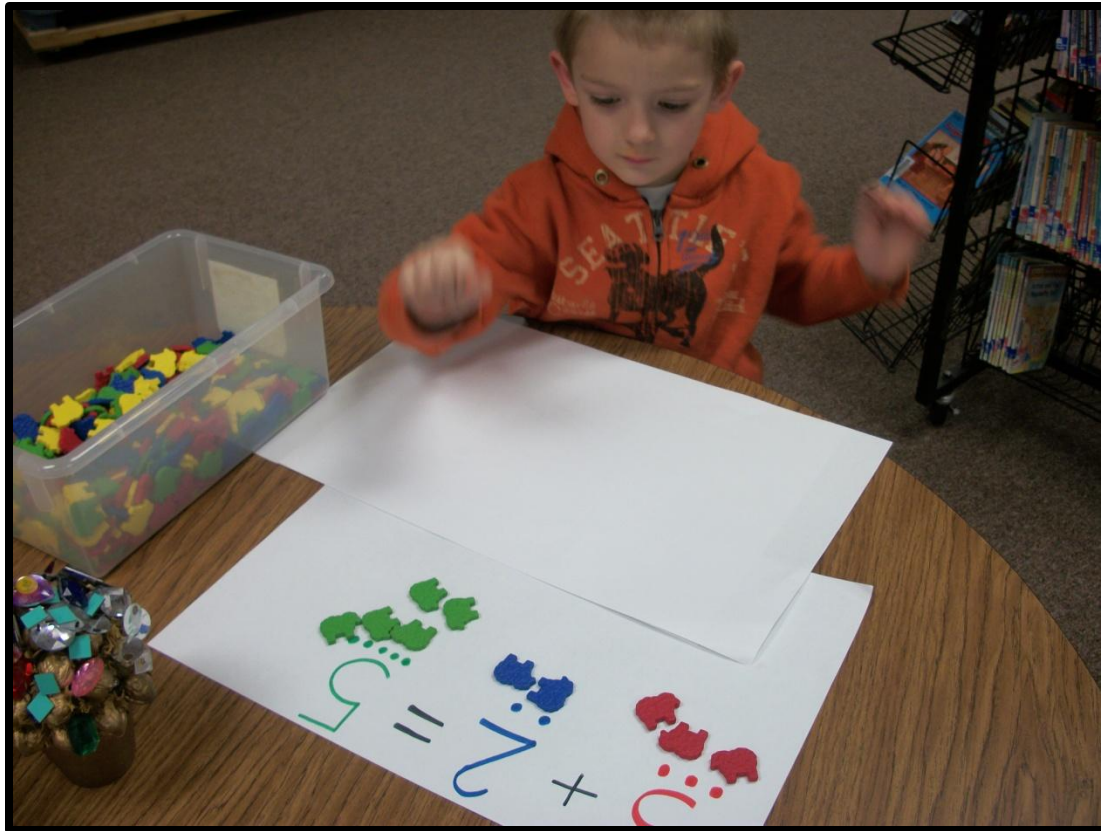
- 6.B.ECd Informally solve simple mathematical problems presented in a meaningful context



Rigor

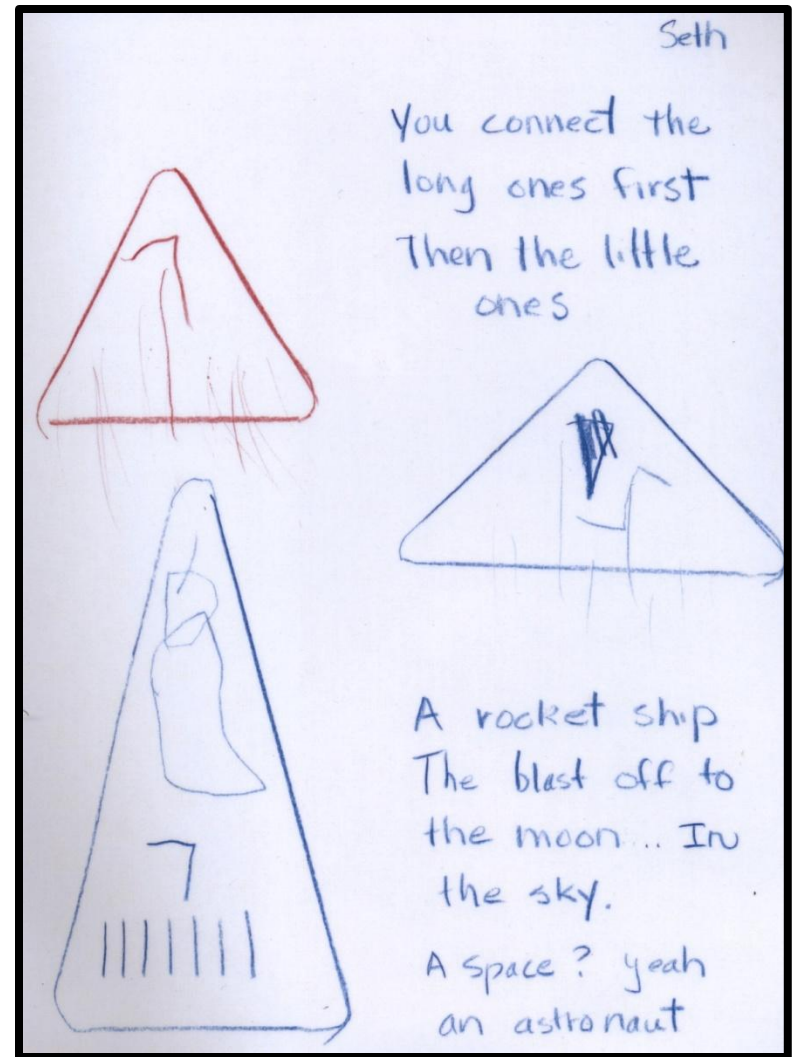
A Delicate Balance

True rigor is creating an environment that supports high quality developmentally appropriate instruction. In early childhood this is provided through teacher created challenging play experiences.



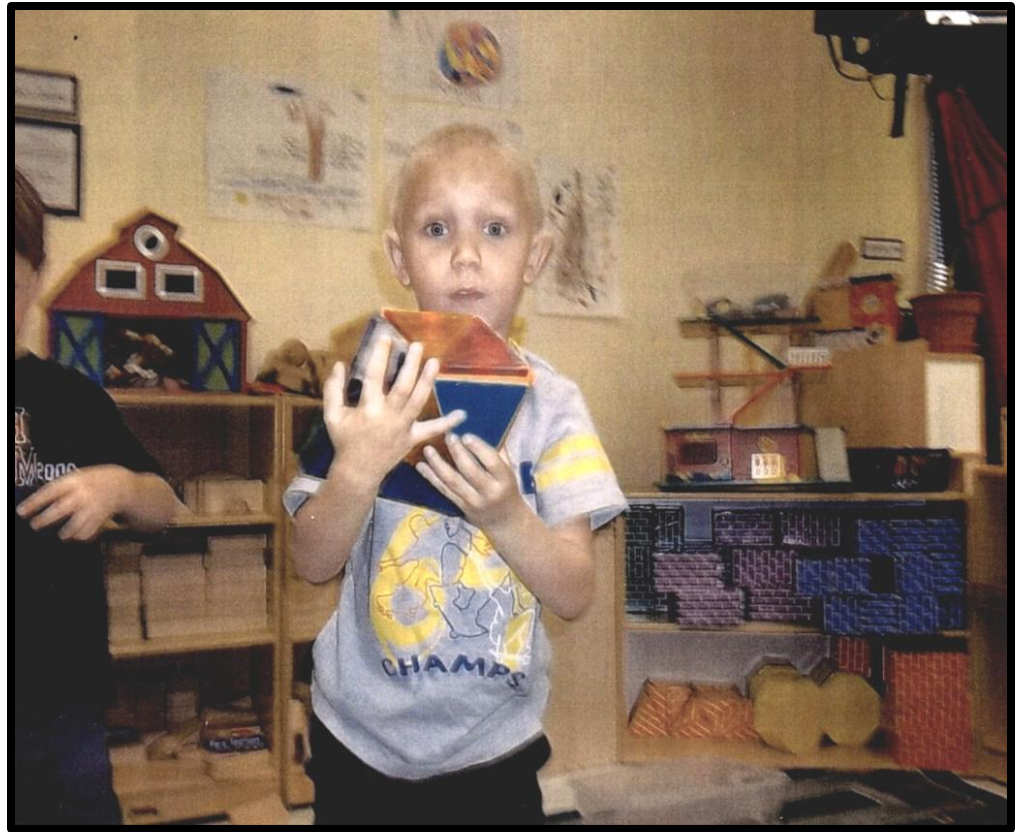
Learning Standard A: Recognize, name and replicate common shapes

- 9.A.ECa Recognize and name common two-and three-dimensional shapes, and describe some of their attributes.



Learning Standard A: Recognize, name and replicate common shapes

- 9.A.ECd Combine two-dimensional shapes to create new shapes



NAEYC believes that learning standards, program quality and teacher standards should be developmentally appropriate and build in a forward progression. These standards, which are an important part of a high quality early childhood education, should address all areas of a child's development and learning.

Snow, K. (2011). *Variation In Children's Experience of Kindergarten and the Common Core*. National Association for the Education of Young Children. Retrieved from http://www.naeyc.org/files/naeyc/CommonCore_KVariation.pdf

Contact Information

Rhonda Clark

Principal Consultant

Early Childhood Division

rclark@isbe.net

(217) 524-4835

Sarah McCusker

Principal Consultant

College and Career Readiness
Division

smccuske@isbe.net

(217) 524-4832

Illinois State Board of Education

100 North First Street, Springfield IL